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ABSTRACT

Components of an art program that was developed with federal funding are outlined. The model contains information on the grant proposal, including the rationale for funding, implementation strategies, activity timetable, qualifications of key personnel, activity objectives and performance measures, intitutional goals, activity milestones, and budget. Detailed objectives for students are given, along with a comprehensive plan of studies for all-level art education majors, studio art majors, and art minors. Also included are lists of programs observed, conferences attended, consultations held, and recruitment tools used. Internal evaluation and external evaluation by the art consultant are discussed. Recommendations about planning are covered, as are evaluating prospective and current students through such measures as the Visual Organization Rating Scales (VORS), the Art Experience Inventory, and the Eisner Art Inventory; renovating the art building; adding courses; recruiting students; and locating computers. A bibliography of relevant literature is also given. (IS)

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A Working Model for the Development, Implementation and Evaluation of an Art Program on the College Level

1985

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Running Head: A Working Model

Abstract

A search of the literature has revealed that not one document exists in public domain as a complete source for developing, implementing and evaluating an art program on the college level. For that reason, a working model of an actual art program has been constructed. Components of the model are human resources, financial resources, goals, objectives, plan of studies, courses, implementation, evaluation, and references.

A Working Model for the Development, Implementation and Evaluation of an Art Program on the College Level

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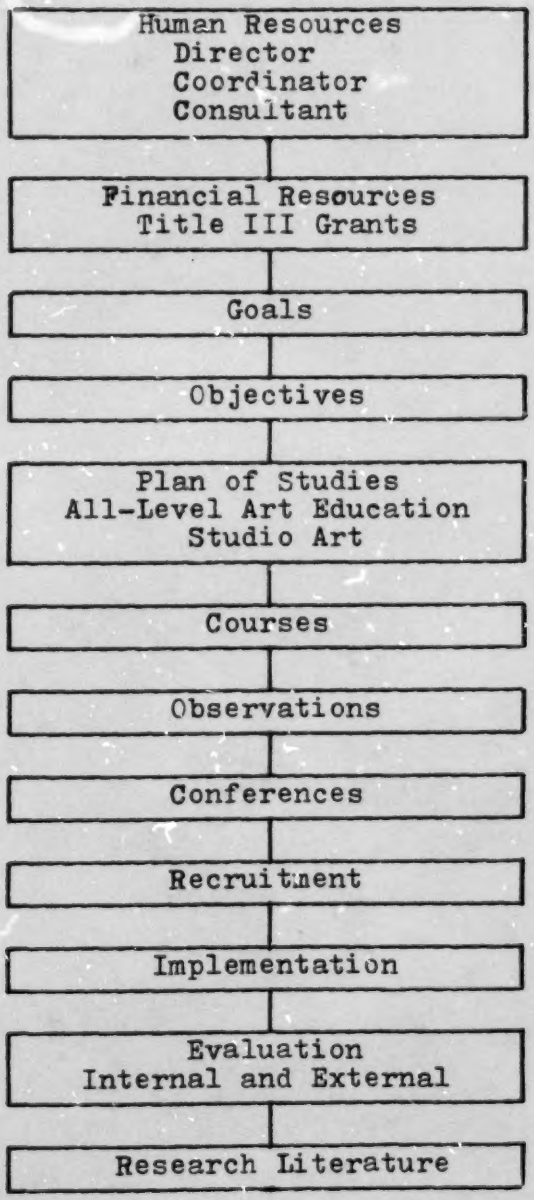
A Working Model for the Development, Implementation and Evaluation of an Art Program on the College Level



Human Resources

Three key individuals are responsible for the design, implementation and evaluation of this Art Program. The Activity Director, accountable for all activities, designed the program and co-authored with the Title III Coordinator two proposals for the Federal grant awards. In addition to the co-authorship, the Coordinator is responsible for the daily operation and internal/external monitoring of the Activity and keeping the President of the College officially informed of all Title III matters. The Art Consultant, designer of several evaluation instruments, validated and evaluated all components of the program.

Financial Resources

Texas College has been awarded two Federal Title III grants for the development of an art program: July 1983--$44,243; July 1984--$51,003. Funds have thus been provided for salaries, travel, equipment, supplies, and program evaluation.

1983-84 Federal Funded Title III Proposal (With Modifications)

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INSTITUTIONAL NARRATIVE

A. ACTIVITY NARRATIVE--Four

TITLE: Developing a Baccalaureate Degree Program in Art

1. RATIONALE FOR FEDERAL SUPPORT

The development of a degree program in Art is very much needed at Texas College. Currently, a one-instructor art studio is limited to providing courses for (1) helping to meet the requirements for certification in the teacher education program; and, 2) electives for students interested in art beyond the Academic Foundation requirements.

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Because an art major has not been developed at Texas College, the students are deprived of meaningful opportunities for pursuing careers in the visual arts at the optimum level. A recent survey of student concerns, for long-range planning purposes, as they relate to career options and course offerings at Texas College revealed that 97.1 percent of the respondents felt the need for more course offerings in the area of Art. This, of course, added credence to the findings of the Long-Range Planning team that a revitalization of the curriculum offerings at Texas College is of extreme necessity in order that the needs of its new generation of students and the community may be met more effectively.

Today wide-ranging careers in the visual arts have multiplied. They also offer as much opportunity as any other career area in our society. The visual arts in this proposed activity will provide opportunities for enabling students to prepare for careers such as professional painters, photographers, computer graphic artists, or teachers. Other opportunities include preparation for lighting engineers, film/television production, publishing, and administrative work in arts organizations such as museums and arts councils.

Although there has been a decline in the enrollment of students in the elementary and secondary school levels, two major needs remain for the continued development and strengthening of teacher training in the visual arts. First, projections of population statistics indicate an increase in student enrollment in the above levels at the end of the 1980s because of the increase in births for older women in their 30s. Second, people are living healthier and longer lives. The general population has reached for the first time its highest level of life expectancy: 78.8 years. As a result, the theme of lifelong learning will be reinforced, beginning in this decade. The retirement population is now enrolling at colleges in noticeable numbers in such areas as the visual

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arts. This proposed activity in the visual arts will fulfill, in part, the resultant needs of these changes in birth and life expectancy and thus will provide an increase in more meaningful career opportunities for Texas College students.

The development of a baccalaureate degree major in the visual arts, as a cognitive, social language, will enable each student to become involved in the process of perceptual training. No other field of endeavor can make such a unique contribution to the educational process. That is, each student will become involved in the process of aesthetic perception. Aesthetic perception will help each student to learn how to see the total form of a subject, its individual parts, and relationship to its environment. Whereas, practical perception is day-to-day seeing, relating to objects and forms according to their word names, for example, "chair."

As a result of this unique contribution to education--perceptual training--students in this proposed activity will be capable of confidently viewing, creating, valuing and collecting works of art through the use of universal evaluation criteria. Such activities will improve the quality of their lives as artists, teachers, consumers and promoters of the visual arts. Then, the goal of this activity is to develop a four-year curriculum in Art. It will provide courses in the traditional and technological arts and in the area of computer literacy, a relevant trend affecting major aspects of art and daily human activities.

Inherent in the Institutional mission is a commitment to "foster the intellectual, social, physical, emotional, and spiritual development of each of its students." Texas College also seeks "to produce individuals who will be concerned and active participants in various communities, the State, the Nation, and the world." The development of the artistic talent of students will indeed relate to the

mission of Texas College. The proposed baccalaureate degree program will also enable Texas College, like other predominantly Black American institutions, to continue to fulfill a major responsibility. That responsibility is to develop black talent so that significant artistic contributions can be made to the American and world culture.

The proposed activity is also in direct relationship with the Special Needs Program because two of its allowable activities are: (1) the development and improvement of Academic Programs; and, (2) the acquisition of equipment for strengthening curricular offerings.

2. SPECIFIC OBJECTIVES AND PERFORMANCE MEASURES

See "Activity Objectives and Evaluation Measures," beginning on page 10.

3. IMPLEMENTATION STRATEGIES

The Art curriculum will be developed through the systems design stages of planning, developing and evaluating. These stages are compatible with the specific objectives and the performance evaluation measures. The systems design approach is also significant because of the initial, ongoing attention that will be devoted to an overall plan, interrelated parts, and a pattern. This pattern will emphasize a sequence for problem solving, evaluating and improving the efforts and products of team work for this proposed activity. As a result of research, review of literature and observation of successful art departments, the goal(s), objectives and components will be formulated and confirmed for the curriculum. Courses in the Art Program will be created, revised, and submitted to the Academic Council for approval. Twelve Art courses will be revised, and 13 courses will be developed during the period of the grant as listed on the following page.

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Current Courses to be Revised and Renamed

Afro-American Art	Elementary Painting
Art Appreciation and History	Ceramics
Elementary Drawing	Advanced Painting
Materials and Techniques	Special Problems
Drawing and Composition	Art for Elementary School Teachers
Elementary Design	
Arts and Crafts	

Courses to be Developed

Drawing II	Sculpture I
Art History I	Sculpture II
Art History II	Water Color
Design II	Ceramics II
Drawing and Composition II	Art Portfolio and Exhibit
Printmaking	Computer Literacy in the Visual Arts
Photography and TV Production	

During the 1983-84 fiscal year, major activities will begin for:

(a) The development of a Bachelor of Arts degree curriculum in two major areas of emphasis: All-Level Art Education and Studio Art. (All-Level Art Education will enable a student to obtain provisional certification for teaching art on the elementary and secondary school levels. Studio Art will enable a student to develop professionally for graduate school and for traditional and/or technological art employment.)

(b) Developing new courses in technological art/instruction that will include production in photography and television;

(c) Integrating computer assisted instruction (CAI) into two new art history courses;

(d) Revising and developing new traditional art courses (e.g., painting, sculpture) will be strengthened through the input of systems design and the technological art/instructional media such as photography and computer assisted;

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(e) Increasing enrollment in the Art area. Approximately 210 students will be affected in the first year of development of the Art Program. There will be 50 art majors, 20 art minors, and 140 non-art majors. These non-art majors will be enrolled in such courses as Art Appreciation and Afro-American Art.

Like other established disciplines, the area of Art at Texas College will become a central part of the curriculum. As a result, students of a range of ages (college and older, ages approximately 50 to 70 years) will be exposed to a balanced visual arts education.

The overall plan of the Art Program and its activities will be managed and coordinated by the Activity Director. In order for the activity to reflect the qualities of objectivity and validity, the services of an art consultant will be used to facilitate the evaluative processes throughout the period of program development.

4. ACTIVITY TIMETABLE

A detailed timstable for 1983-84 is shown in the "Activity Timetable," beginning on page 13.

5. QUALIFICATIONS OF KEY PERSONNEL

ACTIVITY DIRECTOR--As previously indicated in the implementation Strategy Section, the currently employed art instructor will serve in this capacity. She holds a Bachelor of Arts (Studio Art), Magna Cum Laude, Southern University, a Master of Art (Studio Art), Summa Cum Laude, University of Wyoming, Laramie, and a Doctor of Philosophy (Educational Communications and Technology), Magna Cum Laude, University of Pittsburgh. Courses pursued include systems design, photography, television, computer, et cetera. This person's experience includes two years of teaching at the college level, one year Artist-in-Residence, and numerous exhibitions throughout the country.

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PART-TIME INSTRUCTOR--This individual will have a baccalaureate or masters degree in art, a respectable overall average (3.0 and above), an art portfolio, and an active exhibit record. Art teaching experience on the college level is preferred.

PART-TIME SECRETARY/TYPIST--This individual will have excellent typing, office, and administration skills. The typing speed of 60 wpm is preferred. This person should also be reliable and capable of working independently and/or with a team.

6. ACTIVITY EVALUATION STRATEGY

To determine the validity of the Art Program, evaluation tools will be constructed. A criteria evaluation checklist will be constructed for the assessment of the program goal(s), objectives and components. A pre-assessment instrument will be designed for gathering data on the entry competencies of art majors. The art consultant will use the evaluation criteria checklist to assess the completed goal(s), objectives and components of the program.

B. ACTIVITY OBJECTIVES AND PERFORMANCE MEASURES(PEMs)

1. To formulate the goal(s), objectives and components of a four-year Bachelor of Arts degree curriculum in two major areas of emphasis: All-Level Art Education and Studio Art.

1.1 By the end of October 1983, a systems designed developmental model will have been created as an organizational guide for planning, implementing, and evaluating an art program.

1.2 By the end of October 1983, a part-time art instructor will have been employed for the school period of 1983-84.

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ACTIVITY OBJECTIVES AND PERFORMANCE MEASURES(PEMs)

1.3 By the end of November 1983, the formulation of the goal(s), objectives, and components for the art majors will have been completed.

1.4 By the end of December 1983, the four-year academic requirements and plan of studies will have been confirmed for the All-Level Art Education and Studio Art Majors.

2. To design and revise courses on traditional and technological art and computer-assisted instruction (CAI).

2.1 By the end of March 1984, the revised and proposed new courses will have been submitted to the Academic Council for approval.

2.2 By the end of March 1984, art books, supplies, and equipment will have been purchased for the revised and new courses and for other developmental purposes.

3. To design and develop recruitment tools for prospective art majors.

3.1 By the end of February 1984, a slide presentation will have been produced, evaluated and revised.

3.2 By the end of February 1984, an art program brochure will have been created, evaluated, revised, and printed.

4. To initiate the recruitment of 50 art majors and 20 art minors for the first year of pilot testing the newly designed curriculum.

4.1 Beginning in March 1984, recruitment materials (slide presentation and brochure) will be disseminated on a local, national, international secondary school and college levels and among the retirement population.

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ACTIVITY OBJECTIVES AND PERFORMANCE MEASURES(PEMs)

4.2 By the end of March 1984, identification data on the location of the retirement population will have been obtained from reputable research sources.

5. To develop evaluation tools for assessment of art program goal(s), objectives, components, and the entry competencies of majors.

5.1 By the end of April 1984, an evaluation criteria checklist will have been constructed for assessment of the program goal(s), objectives and components.

5.2 By the end of March 1984, a pre-assessment instrument will have been constructed for obtaining data on the entry competencies of majors.

5.3 By the end of April 1984, the evaluation criteria checklist and pre-assessment instrument will have been validated by an art consultant.

5.4 Beginning in September 1984, a pre-assessment file will be maintained for each entering major and minor so that at the end of the four-year period or beginning period of graduation, such data can be compared with the final performance of each student.

6. To evaluate the goal(s), objectives and components of the Art activity.

6.1 By the end of April 1984, an art consultant will have evaluated the goal(s), objectives and components of the art activity.

6.2 By the end of May 1984, based on the consultant's evaluation, the goal(s), objectives and components of the art majors will have been revised.

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ACTIVITY OBJECTIVES AND PERFORMANCE MEASURES(PEMs)

6.3 By September 30, 1984, records in the Title III Coordinator's Office will show that all internal and external evaluation reports have been submitted for inclusion in documents prepared for the Department of Education, Division of Institutional Support.

C. INSTITUTIONAL GOALS

The preceding objectives are compatible with the following institutional goals:

1. To foster (a) intellectual, (b) social, (c) physical, (d) emotional, and (e) spiritual development;

2. To produce individuals who will be concerned and active participants in the communities of the state, nation, and the world;

3. To develop new talent for significant artistic contributions to American and world cultures;

4. To promote broader knowledge of minority cultural heritage and artistic contributions.

D. ACTIVITY MILESTONES
(The number on the left of each milestone indicates the activity objective that is addressed.)

		Planned Month
1	Employ part-time art instructor and secretary/typist	October
1	Design developmental model	
1	Research/review of literature relating to the development of an Art Program	
1	Observe successfully implemented art programs	

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ACTIVITY MILESTONES

		Planned Month
1	Complete formulation of goal(s) objectives and components of Art Program	November
1	Complete and confirm the four-year academic requirements and plan of studies for both art majors	December
2	Begin to design and revise courses on traditional and technological art and computer assisted instruction (CAI)	October
2	Submit revised and proposed new courses to the Academic Council for approval	March
3	Produce, evaluate and revise recruitment materials (slide presentation and brochure)	November
4	Disseminate recruitment materials	March
4	Locate retirement population	
5	Construct evaluation tools	
5	Validate evaluation tools	April
6	Evaluate goal(s), objectives and components of Art Program	
6	Revise goal(s), objectives and components of Art Program	May
1	Hire full-time art instructor	June (1984-85)
1	Pilot test Art Program	August (1984-85)
4	Pre-assess entry competencies of art majors	
5	Secure services of art consultant for each evaluation period	Ongoing

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ACTIVITY MILESTONES

		Planned Month
6	Revise Art Program	August
6	Write progress report	

E. BUDGET

	% of Time	1983 Title III
ACTIVITY DIRECTOR	.50	11,750
ART INSTRUCTOR	.50	6,500
SECRETARY/TYPIST	.50	3,700
SUB TOTAL		21,950
b. Fringe Benefits		3,293
c. Travel		2,000
d. Equipment		10,000
e. Supplies		5,000
f. Contractual		-0-
g. Other		2,000
GRAND TOTAL		$44,243

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BUDGET CATEGORIES

A. PERSONNEL--$21,950

Funding is requested for only the following staff which will be necessary for the planning and development of a viable curriculum in art:

Activity Director (12 Months, 50% Release);	11,750
Art Instructor (9 Months, 50%) to be employed;	6,500
Secretary/Typist (12 Months, 50%) to be employed.	3,700

A person will be employed to replace the Activity Director for 50% release time at a salary of $11,750--one half the amount paid the full-time professor for teaching and supervising students whose interests are in the field of art. When the development period is complete, the Activity Director will return to her assigned role and continue to implement a viable, self-sufficient program.

B. FRINGE BENEFITS--$3,293

Fringe benefits were computed at 15% of the total gross salary.

C. TRAVEL--$2,000

The above travel figure has been estimated for the following activities which will lead to the achievement of the program's objectives:

(1) Observation of successful art programs;
(2) Professional Development;
(3) Intra-City Transportation.

One Person	To Review Model Program, Houston, Texas	
	Round Trip via Automobile--450 miles @.17/mile	- $ 77
	Two Per Diems @ $40 each	- 80
	Total	$157

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BUDGET CATEGORIES

One Person	Professional Conference for Art Teachers		
	Round Trip Air Coach Flight	-	$364
	Ground Transportation and Fees	-	87
	Five Per Diems @ $40 each	-	200
	Total	-	$651
One Person	To Review Model Program Tulsa, Oklahoma		
	Round Trip Air Coach Flight	-	$224
	Ground Transportation	-	60
	Four Per Diems @ $40 each	-	160
	Total	-	$444
One Person	Educational Communications and Technology Conference		
	Round Trip Air Coach Flight	-	$284
	Registration and Ground Transportation	-	120
	Four Per Diems @ $40 each	-	160
	Total	-	$564
One Person	To Review Model Program, New Orleans, Louisiana		
	Round Trip Air Coach Flight	-	$186
	Ground Transportation	-	60
	Four Per Diems @ $40 each	-	160
	Total	-	$406

D. EQUIPMENT--$10,000

The following equipment is necessary for developing a balanced art program which will emphasize the traditional and technological art and computer literacy. Many of the items secured are long-time purchases and beyond maintenance expenses will not pose a problem in sustaining the program. The Institution is committed to phasing the cost of this program into its operating budget once the activity is developed. The equipment will enable Texas College students to prepare for rich universal, cultural development, for reinforcement of the principles of lifelong learning, and for art careers which are needed in this age of new technology.

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BUDGET CATEGORIES

Equipment	Price	Purpose
1 Apple IIe Computer w/accessories	$1,800	Afro-American Art Art Appreciation Art History Graphics Design Wordprocessing for Administration and Instruction
1 Kodak Slide Projector	$ 237	All Courses and Activities
1 Electric Ceramic Amaco Kiln	$1,830	Ceramics Arts & Crafts Sculpture Art for Teachers
2 Clay Devil Potter's Wheels	$ 398	Ceramics Arts & Crafts
1 Pentax Micro Lens	$ 200	Photography, Graphics Design
5 25M Solid State Electronic Flash Attachments for Pentax Cameras	$ 250	Photography, Graphics Design
5 Pentax K1000 35mm Cameras	$ 775	Photography, Graphics Design
2 Omega Enlargers w/ lenses	$ 450	Photography, Graphics Design
2 Timers for Omega Enlargers	$ 120	Photography, Graphics Design
1 Dry Mount Press	$ 579	Art Exhibit Drawing, Design Graphics Design Photography

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BUDTGET CATEGORIES

Equipment	Price	Purpose
1 Compact Refrigerator	$ 290	Photography, Graphics Design
1 Craftsman Miter/Box Saw	$ 270	Painting, Art Exhibit
1 Betamax Sony Portable Television	$2,801	Television Production
	$10,000	

E. SUPPLIES--$5,000

Program Instruction Materials	-	$2,000
Art & Crafts, Art for Teachers	-	100
Painting	-	300
Printmaking	-	300
Ceramics, Sculpture	-	600
Drawing, Design, Graphics Design	-	300
Photography	-	700
Water Color	-	100
All Courses and Activities	-	500
Curriculum Library Materials: Books, Journals, et cetera	-	100
Total	-	$5,000

G. OTHER--$2,000

The following software is necessary for the operation of the Apple IIe computer and for the Sony Betamax Portable Television equipment. Also, the following figure for external evaluation is necessary for developing an objective, accountable and valid art program.

Software	Price	Purpose
Computer Word Processor Program	$200	Word processing for administration and instruction--more than a substitution for xeroxing needs of instructional media

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BUDGET CATEGORIES

Software	Price	Purpose
Computer E-Z-Draw 3.3 Program	$ 50	Drawing, Design Graphics Design Afro-American Art Art Appreciation
Computer Graphics Magician Program	$ 60	Design, Graphics Design
Computer Data Fax Program	$200	Definitions in Afro-American Art, Art Appreciation Photography, TV, Painting, Drawing Design, and other art courses
To be used together: Computer Pilot Program Computer Super Pilot	$100 $190	Drill and practice exercises in Afro-American Art, Art Appreciation
Video Tapes, 10/each $20	$200	Television Production
External Program Evaluation		
Consultant for the 1983-84 Developmental Period	$1,000	Validation of program components, evaluation criteria checklist and Art Student Entry Preassessment instrument Evaluation of program goal(s), objectives, plan of studies for both art majors, revised and proposed new courses, and recruitment materials.

Goals of the Art Program

Three goals have been formulated. Goal I is to develop an art program that will offer a Bachelor of Arts degree in two areas of emphasis: All-Level Art Education and Studio Art. Goal II is to use the systems design approach to develop an art program that will balance components of the traditional and technological arts and computer literacy. Goal III is to develop an art program central to the Texas College curriculum that will encourage college and retirement age students to acquire the knowledge, skills, and attitudes for creating, teaching, valuing, and promoting the arts in communities, institutions, and the world.

Objectives of the Art Program

1. To enable All-Level Art Education students to obtain provisional certification for teaching art on the elementary and secondary school levels.

2. To enable Studio Art students to develop professionally for graduate school and for traditional and/or technological art employment.

3. To enable students to minor in art with or without provisional certification.

4. To provide students with traditional and technological art/instruction that will emphasize (a) multicultural achievements, (b) production in photography and television and (c) an integration of computer-assisted instruction (CAI) such as in art history courses.

5. To assist students in meeting requirements for certification in the teacher education program.

6. To provide electives for non-art majors who are interested in art beyond the Academic Foundation requirements.

7. To present group and solo art exhibitions to the college, local and national communities.

Requirements and Plan of Studies for the All-Level Art Education Major

Competencies

Competencies (goals) for the All-Level Art Education Major will enable students to become proficient in--

1. Studio art production.
2. Art instruction.
3. Aesthetic criticism.
4. Development of a personal artistic style.
5. Photography, television and computer literacy.
6. Career orientation for employment.

Bachelor of Arts Degree Requirements for All-Level Art Education

1. Sixty-seven hours of Academic Foundation courses, including 9 hours for required electives.

2. Fifty hours of art, 24 of which must be upper-division hours, with a minimum grade of "C" (2.00) in each course.

3. Eighteen hours of professional education courses, including six on the elementary level and six on the secondary level.

4. Six hours of student teaching, three on the elementary level and three on the secondary level.

5. Participation in student exhibitions and a solo exhibition during the senior year. As an evidence of growth and for the college's permanent collection, the art program reserves the privilege of retaining some examples of each student's work.

6. A student planning to teach must meet the Requirements for Teacher's Certificates. (See Certificates section in the College catalog.)

7. A student planning to teach is required to take the National Teacher Examination. (See Examinations section of the College catalog.)

8. A candidate for graduation must successfully pass the English Proficiency Examination with a grade no lower than "C." (See Examinations section of the College catalog.)

Courses and Semester Hours--All-Level Art Education

Courses	Hours
Academic Foundations, including 3 hours each for Speech, Computer Literacy, and 9 hours for Electives	67
Academic Specialization	50
Professional Education	18
Student Teaching	6
TOTAL	141

Academic Foundations

Course	Number & Title		Hours
ENGL	13510	English and Communication	3
ENGL	13511	English and Communication	3
ENGL	23510	Introduction to World Literature	3
ENGL	23511	Introduction to World Literature	3
SPCH	13542	Fundamentals of Speech	3
HIST	13910	History of the US to 1865	3
HIST	13911	History of the US since 1865	3
POLS	23920	Texas Government and Politics	3
BIOL	14710	General Zoology	4
BIOL	14711	General Biology	4
MATH	13752	College Algebra	3
COMP	13750	Computer Literacy	3
RELT	23540	A Study of the History, Poetry, and Prophecy of the Old Testament	3
RELT	23541	The Teachings of Jesus and the Early Church	3
PYED	1180	Physical Conditions, Softball, and Bowling	1
PYED	1181	Tennis and Archery	1
PYRD	2180	Basketball, Softball and Golf	1
PYED	2181	Basketball, Track, Field and Golf	1

All-Level Art Education

Course	Number & Title (cont'd.)		Hours
OR			
MILS	1160	ROTC & the US Army	
MILS	1161	The US Defense Establishment	
MILS	2260	American Military History	
MILS	2261	Map Reading and Tactics	
CALP	11910	Career and Life Planning	1
ART	22310	Art Appreciation	2
READ	11510	Reading	1
SPAN	13530	Elementary Spanish	3
SPAN	13531	Elementary Spanish	3
		TOTAL	58

Required Electives

Course	Number & Title		Hours
ART	33315	Graphics Design	3
ART	43315	Water Color	3
MUSI	43323	Afro-American Music	3
		TOTAL	9

Academic Specialization

Course	Number & Title		Hours
ART	12311	Afro-American Art	2
ART	13310	Design I	3
ART	13312	Drawing I	3
ART	13313	Drawing II	3
ART	23312	Painting I	3
ART	23313	Painting II	3
ART	23315	Art History I	3
ART	23316	Art History II	3
ART	33310	Ceramics I	3
ART	33313	Sculpture I	3
ART	33314	Printmaking	3
ART	33316	Art Methods and Materials for Elementary School Teachers	3
ART	33317	Art Methods and Materials for Secondary School Teachers	3
ART	43313	Art for Elementary School Teachers	3
ART	43314	Art for Secondary School Teachers	3
ART	43316	Photography and Television Production	3
		TOTAL	50

All-Level Art Education

Professional Development

Course	Number & Title		Hours
EDPS	3325	Educational Psychology	3
EDUC	3326	Child Growth and Development	3
EDSE	3327	Adolescent Psychology	3
AUDV	43215	Utilization of Audio Visual Materials	3
EDSE	43220	School and Society	3
EDSE	43221	Reading in the Content Areas	3
STUT	43217	Student Teaching in the Secondary School	3
STUT	43218	Student Teaching in the Elementary School	3
			24

All-Level Art Education
Plan of Studies

Freshman--Fall

Courses			Hours
ART	13310	Design I	3
ART	13312	Drawing I	3
ART	22310	Art Appreciation	2
BIOL	14710	General Zoology	4
CALP	11910	Career and Life Planning	1
ENGL	13510	English and Communication	3
PYED	1180	Physical Activity or MILS 1160	1
READ	11510	Reading	1
			18

Freshman--Spring

Courses			Hours
ART	12311	Afro-American Art	2
ART	13311	Design II	3
ART	13313	Drawing II	3
BIOL	14711	General Botany	4
ENGL	13511	English and Communication	3
PYED	1181	Physical Activity or MILS 1161	1
SPCH	13510	Fundamentals of Speech	3
			19

All-Level Art Education
Plan of Studies

Sophomore--Fall

Courses			Hours
ART	23312	Painting I	3
ART	23315	Art History I	3
COMP	13750	Computer Literacy	3
ENGL	23510	World Literature	3
HIST	13910	History of US to 1865	3
PYED	2180	Physical Activity or MILS 2260	1
SPAN	13520	Elementary Spanish	3
			19

Sophomore--Spring

Courses			Hours
ART	23313	Painting II	3
ART	23316	Art History II	3
ENGL	23511	World Literature	3
HIST	13911	History of US Since 1865	3
MATH	13752	College Algebra	3
PYED	2181	Physical Activity or MILS 2261	1
SPAN	13531	Elementary Spanish	3
			19

Junior--Fall

Courses			Hours
ART	33310	Ceramics I	3
ART	33316	Art Methods and Materials for Elementary School Teachers	3
EDPS	3325	Educational Psychology	3
EDSE	43220	School and Society	3
POLS	23920	Texas Government and Politics	3
RELT	23540	Old Testament	3
			18

Junior--Spring

Courses			Hours
ART	33312	Sculpture I	3
ART	33317	Art Methods and Materials for Secondary School Teachers	3
EDUC	3326	Child Growth and Development	3
EDSE	43221	Reading in the Content Areas	3
RELT	23541	New Testament	3
ELECTIVE			3
ART	33315	Graphics Design	3
			18

All-Level Art Education
Plan of Studies

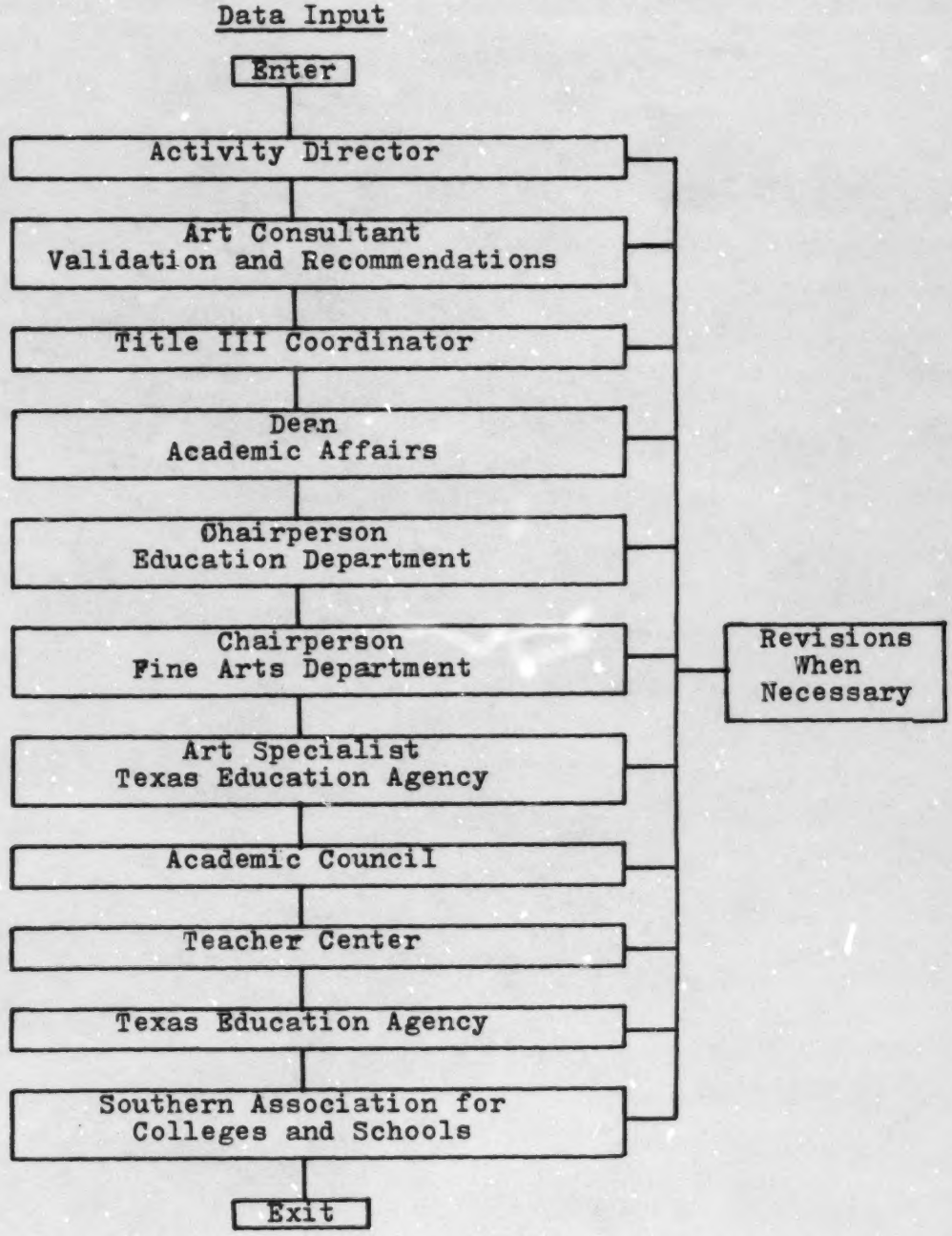
Senior--Fall

Courses			Hours
ART	43313	Art for Elementary School Teachers	3
ART	43316	Photography and TV Production	3
EDSE	3327	Adolescent Psychology	3
ELECTIVE			3
ART	43315	Water Color	
ELECTIVE			3
MUSI	43323	Afro-American Music	3
			15

Senior--Spring

Courses			Hours
ART	33314	Printmaking	3
ART	43314	Art for Secondary School Teachers	3
AUDV	43215	Utilization of Audio Visual Materials	3
STUT	43217	Student Teaching in the Secondary School	3
STUT	43218	Student Teaching in the Elementary School	3
			15

All-Level Art Education Major
Flow Chart of Development, Validation and Approval Channels



Requirements and Plan of Studies for Studio Art

Competencies

Competencies (goals) for the Studio Art Major will enable students to become proficient in the--

1. Production of studio art.
2. Development of a personal artistic style.
3. Expression and use of aesthetic criticism.
4. Use of photography/television and computer literacy skills.
5. Skills and knowledge necessary for the pursuit of graduate studies and/or traditional or technological art employment.

Bachelor of Arts Degree Requirements for Studio Art

1. Sixty-seven hours of Academic Foundation courses, including a minimum of 6 hours in a foreign language.

2. Fifty-four hours of studio art courses, 27 of which must be upper-division hours, with a minimum grade of "C" (2.00) in each course.

3. Eight hours of art history survey courses.

4. Participation in student exhibitions and a solo exhibition during the senior year. As an evidence of growth and for the college's permanent collection, the art program reserves the privilege of retaining some examples of each student's work.

5. A candidate for graduation must successfully pass the English Proficiency Examination with a grade no lower than "C." (See Examinations section of the College catalog.)

Courses and Semester Hours--Studio Art Major

Courses	Hours
Academic Foundation, including 6 hours of a foreign language and 9 hours of electives	67
Studio Art	54
Art History	8
TOTAL	129

Studio Art Major--Academic Foundations

Courses		Hours
English		12
ENGL	13510-13511	
ENGL	23510-23511	
Social Science		9
HIST	13910-13911	
POLS	23920	
Natural Sciences		8
BIOL	14710-14711	
Foreign Language		6
FREN	13520-13521 or SPAN 13530-13531	
Mathematics		3
MATH	13752	
Religion		6
RELT	23540-23541	
Physical Activity		4
PYED	1180-1181	
PYED	2180-2181	
OR		
Military Science		
MILS	1160-1161	
MILS	2260-2261	
Esthetics		1
CALP	11910	
Humanities and Fine Arts		2
ART	22310	
Reading		1
READ	11510	
Speech		3
SPCH	13510	
Computer Literacy		3
COMP	13750	
Electives		9
	TOTAL	67

Studio Art Major

Recommended Electives (Each 3 hours)

BUSE	13120	or BUSE 13121	Elementary Typewriting
SOCI	23950		Principles of Sociology
SOCI	33957		Group Dynamics
MUSI	43323		Afro-American Music

Studio Art

Course	Number & Title		Hours
ART	13310	Design I	3
ART	13311	Design II	3
ART	13312	Drawing I	3
ART	13313	Drawing II	3
ART	23310	Drawing and Composition I	3
ART	23311	Drawing and Composition II	3
ART	23312	Painting I	3
ART	23313	Painting II	3
ART	23314	Computer Literacy in the Visual Arts	3
ART	33310	Ceramics I	3
ART	33311	Ceramics II	3
ART	33312	Sculpture I	3
ART	33313	Sculpture II	3
ART	33314	Printmaking	3
ART	33315	Graphics Design	3
ART	43312	Special Problems	3
ART	43315	Water Color	3
ART	43316	Photography and Television Production	3
		TOTAL	54

Art History

Course	Number & Title		Hours
ART	12311	Afro-American Art	2
ART	23315	Art History I	3
ART	23316	Art History II	3
		TOTAL	8

Studio Art--Plan of Studies

Freshman--Fall

Courses			Hours
ART	13310	Design I	3
ART	13312	Drawing I	3
ART	22310	Art Appreciation	2
BIOL	14710	General Zoology	4
ENGL	13510	English and Communication	3
PYED	1180	Physical Activity or MILS 1160	1
READ	11510	Reading	1
			17

Freshman--Spring

Courses			Hours
ART	12311	Afro-American Art	2
ART	13311	Design II	3
ART	13313	Drawing II	3
BIOL	14711	General Botany	4
CALP	11910	Career and Life Planning	1
ENGL	13511	English and Communication	3
PYED	1181	Physical Activity or MILS 1161	1
			17

Sophomore--Fall

Courses			Hours
ART	23310	Drawing and Composition I	3
ART	23312	Painting I	3
ART	23315	Art History I	1
ENGL	23510	World Literature	3
PYED	2180	Physical Activity or MILS 2260	1
SPCH	13542	Fundamentals of Speech	3
			16

Sophomore--Spring

Courses			Hours
ART	23311	Drawing and Composition II	3
ART	23313	Painting II	3
ART	23316	Art History II	3
ENGL	23511	World Literature	3
MATH	13752	College Algebra	3
PYED	2181	Physical Activity or MILS 2261	1
			16

Studio Art--Plan of Studies

Junior--Fall

Courses			Hours
ART	33310	Ceramics I	3
ART	33312	Sculpture I	3
COMP	13750	Computer Literacy	3
FREN	13520	Elementary French or 13530 Elem. Span.	3
HIST	13910	History of US to 1865	3
RELT	23540	Old Testament	3
			18

Junior--Spring

Courses			Hours
ART	33311	Ceramics II	3
ART	33313	Sculpture II	3
FREN	13521	Elementary French or 13531 Elem. Span.	3
HIST	13911	History of US since 1865	3
POLS	23920	Texas Government and Politics	3
RELT	23541	New Testament	3
			18

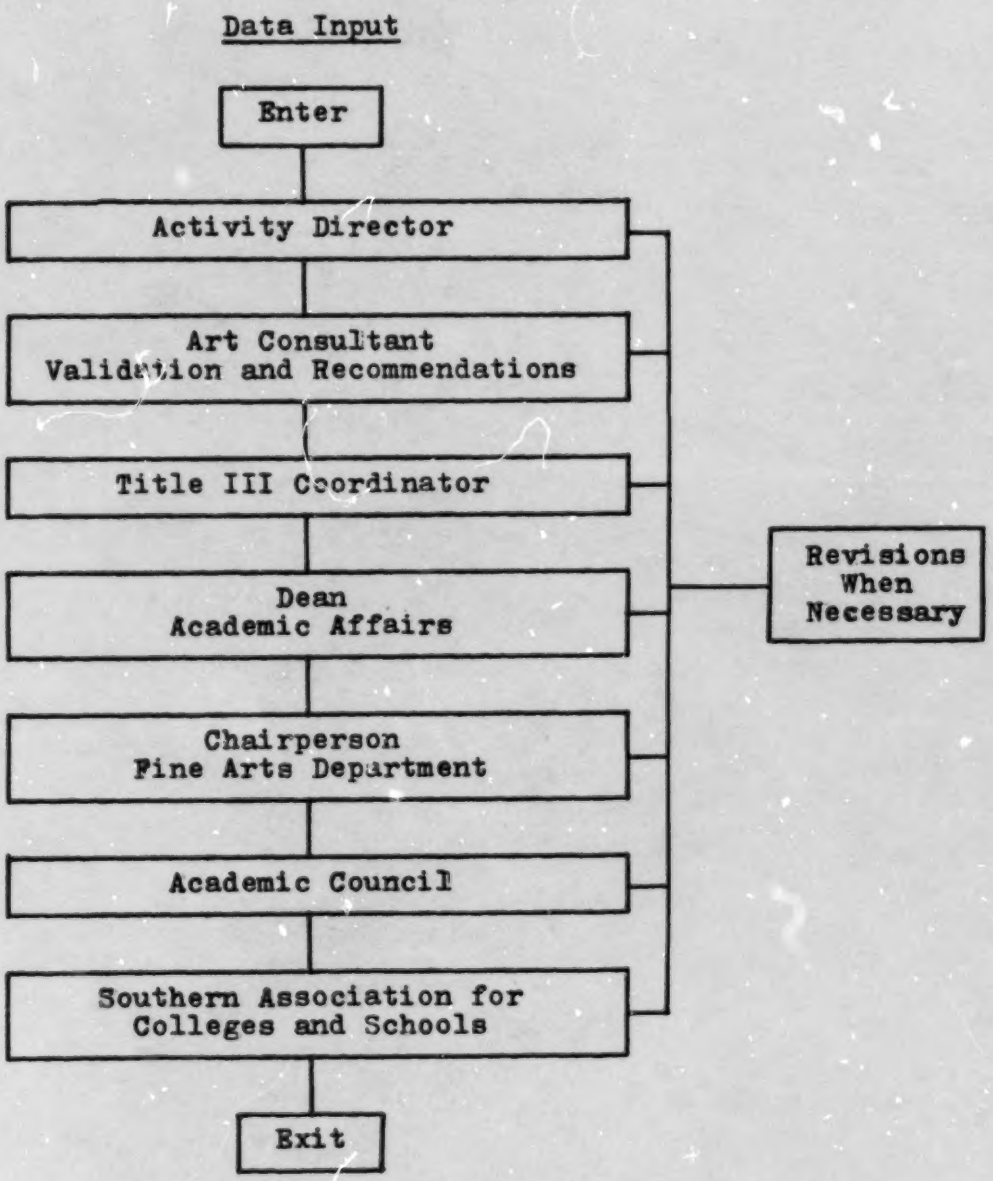
Senior--Fall

Courses			Hours
ART	23314	Computer Literacy in the Visual Arts	3
ART	33314	Printmaking	3
ART	43315	Water Color	3
ART	43316	Photography and Television Production	3
ELECTIVE			3
			15

Senior--Spring

Courses			Hours
ART	33315	Graphics Design	3
ART	43312	Special Problems	3
ELECTIVE			3
ELECTIVE			3
			12

Studio Art Major
Flow Chart of Development, Validation and Approval Channels



Art Minor

A student can obtain an Art Minor with emphasis in Studio Art or in Art Education for the elementary school level with provisional certification. A minimum of 18 hours is required for either area of emphasis, with a minimum of "C" (2.00) in each course. An Art Studio Minor, in addition to the 18 hours, can select 6 hours of art as electives.

Each art minor will be required to participate in student exhibitions and present a solo show during the senior year. As an evidence for growth and for the college's permanent collection, the art program reserves the privilege of retaining come examples of each student's work.

Art Minor Plan of Studies for Art Education Emphasis--Provisional Certification and Studio Art Emphasis--Liberal Arts

Courses	Hours
ART 13312 Drawing I	3
ART 23312 Painting I	3
ART 23315 Art History I	3
OR	
ART 23316 Art History II	
ART 33310 Ceramics I	3
ART 33314 Printmaking	3
OR	
ART 33315 Graphics Design	
ART 43316 Photography and Television Production	3
	18

Course Descriptions

ART 12311--Afro-American Art (Either semester; 2 hrs.). A survey of the contributions and influences of African art, past and present Black American artists on the visual arts. Learning activities will include use of universal criteria to evaluate art work, use of computers, and field trips tc various exhibits. No previous experience is required.

ART 13310--Design I (Formerly ART 23312--Elementary Design--Fall semester; 3 hrs.). A study, evaluation, and creative use of the elements of two-dimensional design (line, shape, color, space, texture, value). A development in the perception and understanding of elements and principles that are basic in natural and people-made environments, including exhibitions. No previous experience is required. Course Fee: $5.00.

ART 13311--Design II (New Course--Spring semester; 3 hrs.). A continuation of Design I with emphasis on the planning and construction of realistic, abstract, and nonobjective three-dimensional forms, including exhibits. Prerequisites: ART 13310, 13312. Course Fee: $5.00.

ART 13312--Drawing I (Formerly ART 13310--Elementary Drawing--Fall semester; 3 hrs.). A survey course in a range of realistic drawing techniques, creative design, and media. Consideration for line, space, value, and perspective as depicted in the still life, landscape, portrait, and completely clothed human figure. Field trips will be to various art exhibits. No previous experience is required. Course Fee: $5.00.

ART 13313--Drawing II (New Course--Spring semester--3 hrs.). A continuation of Drawing I with emphasis on the organization of the elements and principles of design as applied to rendering the clothed human figure and other forms. Consideration will also be for the preparation and presentation of a drawing portfolio. Field trips will be to various art exhibits. Prerequisites: ART 13310, 13312. Course Fee: $5.00.

Course Descriptions (cont'd.)

ART 22310--Art Appreciation (Formerly Art Appreciation and History--Either semester; 2 hrs.). An introduction to the visual arts and artistic personalities through a survey of multicultural achievements in drawing, painting, sculpture, ceramics, architecture, photography, television, film, and computer generated art. Emphasis will be on visual literacy and its relationship to the perception, understanding and development of art composition and style. Learning activities will include use of universal criteria for evaluation of art forms, use of computers and field trips to various exhibits.

ART 23310--Drawing and Composition I (Formerly Drawing and Composition--Fall semester; 3 hrs.). A series of problem-solving approaches to using the still life, human figure, landscape, etc., as points of departure for creating realistic, abstract and nonobjective compositions. Various media will be used to emphasize the interrelationship between line, value, color, and space. Prerequisites: ART 13310, 13312. Course Fee: $5.00.

ART 23311--Drawing and Composition II (New Course--Spring semester; 3 hrs.). A continuation of Drawing and Composition I. Emphasis on the rendering of realistic, abstract and non-objective two- and three-dimensional forms and their relationship to negative and positive backgrounds. Prerequisites: ART 13310, 13312, 23310. Course Fee: $5.00.

ART 23312--Painting I (Formerly ART 33310--Elementary Painting--Fall semester; 3 hrs.). A survey course of the major painting techniques as related to the clothed human figure, still life and landscape. Includes water color, pastels, tempera, oil and acrylic paints. Field trips will be to various art exhibits. No previous experience is required. Course Fee: $15.00.

ART 23313--Painting II (Formerly ART 43311--Advanced Painting--Spring semester; 3 hrs.). A continuation of Painting I, emphasizing advanced harmonious relationships between techniques, color, subject matter, self-expression and a developing personal style. Field trips will be to various art exhibits. Prerequisites: ART 13310, 13311, 13312, 23312. Course Fee: $15.00.

Course Descriptions (cont'd.)

ART 23314--Computer Literacy in the Visual Arts (New Course--Either semester; 3 hrs.). Three components constitute this course. Part I is an introduction to computer literacy through the use of Apple IIe's and programming languages of LOGO and BASIC, concepts of computer organization, problem-solving methods, principles and skills for producing simple, small programs. Part II is using Apple IIe's to program and document art and art history data. Part III is planning, designing, selecting and using computer programs for the generation and presentation appearances of two- and three-dimensional art forms. No previous experience is required.

ART 23315--Art History I (Formerly ART 322--Ancient and Medieval Art--Fall semester; 3 hrs.). A historical survey of art from the prehistoric to the Gothic period, emphasizing multicultural artistic achievements. Learning activities will include use of universal criteria to evaluate art work and use of the computer. This course, along with Art History II, will reinforce the significance of computer literacy in the visual arts. Field trips will be to various exhibits. Prerequisite: ART 22310.

ART 23316--Art History II (Formerly ART 351--Renaissance and Modern Art--Spring semester; 3 hrs.). A historical survey of multicultural and American art achievements from the 15th century to the present. Learning activities will be a continuation from Art History I. This course, along with Art History I, will reinforce the significance of computer literacy in the visual arts. Field trips will be to various exhibits.

ART 33310--Ceramics I (Formerly ART 43310--Ceramics--Fall semester; 3 hrs.). An introduction to the techniques of handbuilding, glazing, wheel throwing, stacking and firing of kiln. Emphasis will be on ceramic techniques that can be used by all age groups (elementary to adult). No previous experience is required. Course Fee: $10.00.

ART 33311--Ceramics II (New Course--Spring semester; 3 hrs.). A continuation of Ceramics I, emphasizing wheel throwing techniques, glazes, stacking and firing of kiln, creative self-expression and a developing personal style. Prerequisite: ART 33310. Course Fee: $10.00.

Course Descriptions (cont'd.)

ART 33312--Sculpture I (Formerly ART 323--Sculpture--Fall semester; 3 hrs.). Basic techniques and principles of modeling and casting in clay, ceramic sculpture, and carving in wood and stone. Emphasis will be on sculpture techniques that can be used by all age groups (elementary to adult). No previous experience is required. Course Fee: $10.00.

ART 33313--Sculpture II (New Course--Spring semester; 3 hrs.). A continuation of Sculpture I, emphasizing the interrelationship between design, modeled, cast, carved forms, creative self-expression and a developing personal style. Prerequisite: ART 33312. Course Fee $10.00.

ART 33314--Printmaking (New Course--Either semester; 3 hrs.). An introduction to the basic techniques of linoleum, drypoint, engraving, woodcut, etching, lithography, and silkscreen. Prerequisites: ART 13310, 13311, 13312, 13313. Course Fee: $15.00.

ART 33315--Graphics Design (Formerly ART 13311--Materials and Techniques for Poster Printing and Bulletin Board Construction--Either semester; 3 hrs.). A survey of various techniques and materials for lettering, layout, poster design, and bulletin board construction. Attention will also be given to materials and methods for three-dimensional exhibits and graphics design programs via the Apple IIe computer. No previous experience is required. Course Fee: $5.00.

ART 33316--Art Methods and Materials for Elementary School Teachers (New Course--Fall semester; 3 hrs.). A survey of the basic traditional and technological methods and materials for researching, designing, presenting, and evaluating art activities for the elementary school age. Emphasis will be on the acquisition and practice of art skills through the design and presentation of verbal/visual lesson plans. Prerequisite: Junior or Senior standing. Course Fee: $5.00.

ART 33317--Art Methods and Materials for Secondary School Teachers (New Course--Spring semester; 3 hrs.). A survey of the basic traditional and technological methods and materials for researching, designing, presenting, and evaluating art activities for the secondary school age. Emphasis will be on the acquisition and practice of art skills and the design and presentation of verbal/visual lesson plans. Prerequisite: Junior or Senior standing. Course Fee: $5.00.

Course Descriptions (cont'd.)

ART 43312--Special Problems (Either semester; 3 hrs.). Individual instruction in studio art according to the needs of the student. Emphasis is on the balancing of a personal creative style with traditional and modern artistic techniques. The course can be taken twice for credit. Prerequisites: ART 13310, 13312, 23312, 23315, 23316. Course Fee: $15.00.

ART 43313--Art for Elementary School Teachers (Formerly ART 23313--Arts and Crafts and ART 43313--Art for Elementary School Teachers--Fall semester; 3 hrs.). A survey of the aims and philosophy of art education in the elementary schools. The selection, preparation, and use of traditional and technological arts and crafts activities. Learning activities will include use of the Apple IIe computer and its art programs. Viewing guides and field trips to various exhibits will be used as tools for motivating children to discuss arts and crafts and their feelings about aesthetic experiences. Prerequisite: Junior or Senior standing. Course Fee: $5.00.

ART 43314--Art for Secondary School Teachers (Formerly ART 23313--Arts and Crafts--Spring semester; 3 hrs.). A survey of the aims and philosophy of art education in the secondary schools. The selection, preparation, and use of traditional and technological arts and crafts activities. Learning activities will include use of the Apple IIe computer and its art programs. Viewing guides and field trips to various exhibits will be used as tools for motivating secondary level students to discuss arts and crafts and their feelings about aesthetic experiences. Prerequisite: Junior or senior standing. Course Fee: $5.00.

ART 43315--Water Color (New Course--Either semester; 3 hrs.). Use of traditional water color and modern acrylic pigments. Emphasis on direct and wash techniques to skillfully and imaginatively create opaque and transparent art forms of the still life, landscape, portrait, clothed human figure. Universal criteria will be used to select, prepare and display art work. Field trips will be to various exhibits. Prerequisites: ART 13311, 13313, 23312. Course Fee: $15.00.

Course Descriptions (cont'd.)

ART 43316--Photography and Television Production (New Course--Either semester; 3 hrs.). An introduction to the basic use of equipment and production techniques for photography and television. Emphasis will be on the major creative, documentary and evaluative processes and purposes of photography and television in art, business, and education (elementary to college levels). Television equipment and cameras will be provided. Students, however, will be encouraged to provide their own 35mm cameras. Prerequisite: Junior or senior standing. Course Fee: $15.00.

ART 43317--Art Portfolio and Exhibit (Formerly ART 050--Exhibition). Three components constitute this course. Part I emphasizes preparation and presentation of the portfolio, using universal evaluation criteria and techniques for selecting, preparing, and presenting art forms in actual display formats and in photographic prints and slides. Attention will also be given to the design, writing, and printing of the resume as well as information relating to the job market. Part II emphasizes preparation and presentation of group art exhibitions on the elementary, secondary, and college levels. Part III emphasizes planning, designing, and presenting a solo exhibition.

Because a number of art majors graduate from institutions without sufficient portfolio and exhibit preparation experiences, it is imperative that components from this course be integrated into specific courses. This 43317 course will be not be offered for credit but as a defined entity to completely guide and prepare majors in this much-needed area of art expertise. To assure that these components are emphasized, a checklist will be prepared and used in each of the following courses.

Components		
Part I Portfolio	Part II Group Exhibit	Part III Solo Exhibit
Afro-Amer. Art	Design II	Design II
Design I	Drawing II	Art History II
Drawing I	Drawing & Comp. II	Ceramics II
Drawing & Comp. I	Painting II	Sculpture II
Painting I	Art History I	Graphics Design
Printmaking	Ceramics I	Special Problems
Water Color	Sculpture I	Art for Elementary and Secondary School Teachers
Photo. & TV Prod.	Graphics Design	
	Art Meth. & Mat. for Elem. & Sec. Sch. Tea.	

Elective Art Courses

ART	12311	Afro-American Art
ART	13310	Design I
ART	13312	Drawing I
ART	22310	Art Appreciation
ART	23312	Painting I
ART	23314	Computer Literacy in the Visual Arts
ART	33310	Ceramics I
ART	33312	Sculpture I
ART	33315	Graphics Design
ART	43316	Photography and Television Production

Observed Art Programs

The Activity Director observed several successful art programs. As noted for each observed program below, all chairpersons are concerned about (or have completed) moderninzing, combining the visual arts with technology.

University of Texas, Tyler. Photography is an integral part of the art program.

University of Miami, Florida. The art program offers majors in photography and graphics design.

Texas Southern University, Houston. The new department head is in the process of developing majors in photography, graphics design, and computer literacy in the visual arts.

Oral Roberts University, Tulsa, Oklahoma. The department head has recently developed a major in broadcast design which includes courses in photography, television, computer and stage design. Photography and graphics design are already integral components of this art program.

Conferences, Workshops and Consultations

As sources for the continued development, validation, and evaluation of the Art Program, the Activity Director attended and participated in the following:

Educational Communications and Technology Association Conference
Dallas, Texas
January 19-21, 1984

National Art Education Association Conference
Miami, Florida
March 29 - April 4, 1984

Telephone/Meetings with the Art Consultant
Dr. Sarah Trotty
Chairperson
Art Department
Texas Southern University
Houston, Texas

Telephone/Meetings with Consultants of the Texas Education Agency
Ms. Jeanne Rollins
Art Specialist

Dr. Edward Vodicka
Director
Commission on Standards for the Teaching Profession

Recruitment--Art Exhibitions

For the 1983-84 college session, the following nine exhibits were used as tools for on- and off-campus recruiting tools.

Photo Copy Experiments
by Activity Director

Pastel Still Lifes
by Activity Director

Various Forms of Art
by Student and Faculty

Pinch Pot Sculpture
by Student and Faculty

Facial Designs in Blackness
by Activity Director

Black History Art
by Student and Faculty

Abstraction and Realism
by Activity Director

Three-Part Visual Literacy
by Activity Director

Originality and Visual Literacy
by Activity Director

Activity Evaluation Strategy

Internal Evaluation

The objectives, performance evaluation measures, and milestones of this Activity have been translated into Plans I to VII of the following Systems Design Model for the Development of an Art Program. Designed initially as a guide for the planning, developing and evaluating of the program, this model has been used, in part, as a checklist to monitor the progress and completion of objectives. It has also been revised several times to reflect modifications and improvements in the program. In addition, this model has been validated by the art consultant.

BEST COPY AVAILABLE

(REVISE AS REQUIRED)

A SYSTEMS DESIGN MODEL FOR THE DEVELOPMENT, IMPLEMENTATION AND EVALUATION OF AN ART PROGRAM
(1983-87)
TEXAS COLLEGE
TYLER, TEXAS

Plan I (1983-84)

Formulate the goal(s), objectives and components of a four-year Bachelor of Arts degree curriculum in two major areas of emphasis: All-Level Art Education and Studio Art.

1. Employ art instructor and secretary/typist.
2. Research/review literature relating to the development of art programs.
3. Observe successfully implemented art programs.
4. Create systems design model as an organizational guide for planning, implementing and evaluating the Art Program.
5. Formulate/complete the goal(s), objectives and components of the Art Program.
6. Complete/confirm the four-year academic requirements and plan of studies for All-Level Art Education and Studio Art majors.
7. Secure services of art consultant for validation and evaluation of the elements of the Art Program.

Plan II (1983-84)

Design/revise courses on traditional and technological art and computer-assisted instruction (CAI).

1. Submit revised/proposed courses and plan of studies for both majors to the Academic Council for approval.
2. Purchase art books, supplies and equipment.

Plan III (1983-87, On-Going)

Design/develop/evaluate recruitment tools.

1. Produce/evaluate slide presentation and art brochure.

Plan IV (1983-87, On-Going)

1. Present/disseminate recruitment materials on a local, national and international secondary school/college levels and among the retirement population.

Plan V (1983-84)

Construct tools for assessment of the Art Program's goal(s), objectives, components, and entry competencies of both majors.

1. Construct/complete evaluation checklist for assessment of the program's goal(s), objectives and components.
2. Construct/complete pre-assessment instrument for entry competencies of art majors.
3. Validate criteria checklist and pre-assessment instruments.

Plan VI (1984-85)

Pilot test the Art Program.

1. Hire full-time art instructor and other staff, if needed.
2. Secure services of art consultant.
3. Admit art majors.
4. Pre-assess entry competencies of art majors.
5. Evaluate Art Program.
6. Write progress report.

Plan VII (1985-87)

Implement Art Program.

1. Secure services of art consultant.

Evaluation (1983-87, On-Going

Evaluate the goal(s), objectives and components of the Art Program.

1. Report all data relating to the goal(s), objectives and components of the Art Program.

Internal Evaluation

Objectives and Milestones

Six major objectives and 22 milestones for this Activity were scheduled to be achieved at various times during the 1983-84 fiscal year. The objectives with the status of accomplishments are stated below.

1. To formulate the goal(s), objectives and components of a four-year Bachelor of Arts degree curriculum in two major areas of emphasis: All-Level Art Education and Studio. (Objective Achieved)

2. To design and revise courses on traditional and technological art and computer-assisted instruction (CAI). (Objective Achieved)

3. To design and develop recruitment tools for prospective art majors. (Objective Partially Achieved)

4. To initiate the recruitment of 50 art majors and 20 art minors for the first year of pilot testing the newly designed curriculum. (Objective Partially Achieved)

5. To develop evaluation tools for assessment of the Art Program goal(s), objectives, components, and the entry competencies of majors. (Objective Achieved)

6. To evaluate the goal(s), objectives and components of the Art Activity. (Objective Achieved)

Objectives One and Two--These two objectives were achieved through research and review of related literature, various college catalogs, observation of successful art programs, and attendance of art, education, and technology conferences and workshops. The essential art elements from Chapter 75 have also been integrated into the 27 courses of this program. (Chapter 75, State Board of Education Rules for Curriculum: Principles, Standards, and Procedures for Accreditation of School Districts, is the recent enactment (March 1984) of Texas education legislature which requires all public school districts to provide a well-balanced curriculum, e.g., including all too often omitted courses such as art.) Data also included from meetings with the art consultant of this Activity and with the art specialist and the director of the Commission on Standards for the Teaching Profession of the Texas Education Agency, Austin, Texas.

Internal Evaluation (cont'd.)

Objectives Three and Four--For the 1983-84 college session, nine on- and off-campus art exhibitions were used as recruiting tools for majors and non-majors for the program. Texas College recruiters also included information about the developing art program in their packets and in their presentations to local, national and international secondary and post-secondary institutions. For this 1984-85 college session, plans are for continued on- and off-campus art exhibitions, design and production of literature and a slide/tape presentation and/or similar tool. Trips are also planned for local and national recruitment. A survey form, research and review of literature are also being planned and conducted for location of the retirement population within and the surrounding areas of the City of Tyler. Although the program has not been pilot tested because of the constraints on page 49, there are presently five prospective art majors and two minors.

Objective Five--This objective was achieved through research and review of related literature and input from the art consultant for this Activity. The criteria checklist and the pre-assessment questionnaire for entry competencies of majors, constructed by the art consultant, have been validated. The pre-assessment questionnaire was pretested with art students in the Fall of 1984 at two sites: Texas College and Texas Southern University, Houston, Texas. Two Art Attitude Inventories, by Elliot Eisner, have also been pretested with the same subjects. Selected and recommended by the art consultant, these two inventories will be used as pre- and posttests in Art Appreciation and introductory studio courses.

Objective Six--This objective was achieved through the dissemination of Art Program draft documents to (and follow-up meetings with) the art consultant and Texas Education Agency art specialist. Revisions of this Activity's goals, objectives and components reflect the evaluations and recommendations of the above consultants and on-going research and review of related literature.

Internal Evaluation (cont'd.)

Constraints

The majority of the objectives and milestones have been completed. However, some were partially completed or not at all, due to four major constraints--

1. The timing of the academic year at the Institution as opposed to the Federal fiscal year operations weighed heavily upon completion of objectives and milestones.

2. Inadequate staff personnel in the area of Art.

3. Recent enactment of the Texas education reform legislature, Chapter 75, requires revisions and approval (by the Texas Education Agency) of all courses before implementation and continued use in the public school and in the college classroom. This classroom operation will not be effective until September 1985.

4. New approved guidelines for Teacher Certification by the Texas Education Agency, effective April 1984. No program will be approved for implementation until the first quarter of 1985. It is anticipated that this Activity will be approved by the Texas Education Agency in the second quarter of 1985. This approved program will then be submitted to the Southern Association of Colleges and Schools for anticipated approval in the fourth quarter of 1985.

As now projected, the actual pilot testing of this Activity will be during the Federal fiscal period of 1985-86.

External Evaluation

The consultant for the Art Program performed the following validation and evaluation activities:

1. Reviewed all proposal documents;
2. Advised the program director of viable written changes;
3. Recommended and developed evaluation forms;
4. Surveyed the art facility;
5. Made a report to the college program coordinator and administration.

Evaluation and Recommendations

The consultant recommended and constructed seven evaluation tools. These tools have been validated and used in various studies similar to this particular Art Program.

Recommendation 1

The Basic Steps of Planning--The criteria in this following instrument were used to evaluate the Art Program. A YES or NO is noted to the side of each statement to indicate that the particular item was reviewed and determined to have been met satisfactorily. A single asterick (*) next to a NO indicates that action has begun. A double asterick (**) indicates that the first statement pertains to the decision.

The Basic Steps of Planning

		Completion
I.	Focus Planning Effort	
	A. What is to be planned;	YES
	B. Who is to be involved in, or directly affected by, the planning effort; and	YES
	C. Whether the planning effort is for immediate or long-range improvement?	YES
II.	Determine Goals and Priorities	
	A. What are the desires and concerns of the individuals involved?	YES
	B. Which ones should be done first?	YES

External Evaluation (cont'd.)

		Completion
III.	Identify Resources & Restraints	
	A. Analyze setting and identify for each goal those things which help support and/or have positive impact upon the achievement of the goal.	YES
	B. Restraints are those things which hinder, inhibit, and/or have negative impact upon goal achievement.	YES
IV.	Formulate objectives	
	A. Analyze the goal statements and break them down into workable parts.	* NO
	B. All the desired outcomes which are necessary to the achievement of a goal must be determined.	YES
	C. An objective statement must be written for each one in such a manner as to ensure that the objective is clearly understood by everyone involved in the planning effort.	YES
V.	Generate alternative methods	
	A. No ideas or suggestions should be omitted.	YES
	B. A conscious effort must be made not to criticize or evaluate alternatives until all alternatives have been analyzed and criticized.	
VI.	Analyze & Select Best Method	
	A. Develop a set of criteria to be used in judging each alternative.	* NO
	B. Determine the relative weights of each criteria.	
VII.	Develop program of criticism (answer the following questions)	
	A. What are the major activities necessary to implement the methods selected?	YES
	B. Who (specific names) will be responsible for performing each of the major activities?	YES
	C. What are the starting and completion dates for each of the major activities?	YES
	D. What are the basic resources (people, money, materials, facilities, etc.) needed to perform each major activity?	YES

External Evaluation (cont'd.)

		Completion
VIII.	Evaluate Process & Results	
	A. Process evaluation--progress on the program of action	YES
	1. Who (specific name) will be responsible for (a) monitoring each major activity, and (b) reporting on the progress made?	
	2. When (specific date) will the progress report be submitted?	YES
	3. Who (specific names) will be responsible for collecting the activity progress reports and for developing program status reports?	YES
	3. When (specific dates) will the status reports be made available?	YES
	4. What will be the form of the activity progress reports and the program status reports?	YES
	5. Who (specific names) will receive the program status reports?	YES
	B. Results evaluation--information regarding the outcomes of the program of action and examines the results to determine if the objectives and goals were achieved.	
	1. Who (specific names) will be responsible for collecting and reporting information on the achievement of the objectives of the program?	YES
	2. What indicators will be used to determine the degree to which the objectives were achieved?	YES
	3. Will the program of action be modified and continued or will it be phased out if the objectives are not achieved as stated?	**
	4. Who (specific names) will receive the reports on the results of the program of action?	YES

External Evaluation (cont'd.)

Recommendation 2

The Visual Organization Rating Scale (VORS) was recommended for evaluating the entering and exiting performance of students. A portfolio of 10 entries plus slides was also recommended for entrants. The senior exhibition would serve as the exiting product for evaluation. A panel of three experienced artists and/or art critics were suggested as the evaluators of the entering and exiting performance of students.

The consultant designed the VORS in 1977 as a part of a dissertation project to evaluate the visual arts performance of students. A master art aesthetician and an art educator of both national acclaim assisted in the validation. The instrument was pretested on two groups of art majors and two groups of non-art majors in an art class for elementary teachers. A .96 validity rating was obtained.

Visual Organization Rating Scale (VORS)

Entering students are to submit a portfolio of at least 10 original two-dimensional works (included should be designs, drawings, paintings, and/or prints; subject matter should include people, objects, non-objective, shapes, and/or animals). Several slide views or two actual works in three-dimensional art or crafts should be included along with the portfolio.

The Visual Organization Rating Scale will be used to rate the students' entrance level of art performance.

In addition, each student should submit a letter of recommendation from a person knowledgeable of his/her art work.

Statements of expectations should be written by all entering and continuing students during the first group seminar, no later than three weeks into the semester.

The visual organization rating scale is in two parts. Part I considers the artistic structual domain (Unity, Rhythm, Interest or Proportion and Balance) and contains nine statements, 1 through 9.

External Evaluation (cont'd.)

Part II considers the overall "Gestalt" or effectiveness and contains three statements, A through C. A rating of (a) indicates that you strongly disagree; (b) disagree; (c) agree; (d) strongly agree with the statement. Circle the appropriate response.

Visual Organization Rating Scale

Judge No. _____

Visual Product Identification No. _____

This instrument is designed to aid in the evaluation of two-dimensional visual art products. Do not hesitate to rate the visual product on each item below according to your perception of its visual organization and quality.

Directions for Recording Responses

Read each item carefully. Indicate your response by drawing a circle around the number which corresponds to the statement best expressing your rating of the visual art product viewed. Please do not omit any items.

Response Explanations

A rating of one (1) denotes that in your judgment there is little, if any, evidence of attention to the stated criterion and ineffective handling.

A rating of two (2) denotes that in your judgment there is evidence of attention to the stated criterion, but minimally effective handling.

A rating of three (3) denotes that in your judgment there is evidence of attention to the stated criterion and moderately effective handling.

A rating of four (4) denotes that in your judgment there is evidence of attention to the stated criterion and effective handling.

A rating of five (5) denotes that in your judgment there is evidence of attention to the criterion stated and very effective handling.

Judge No. _____

Visual Product Identification No. _____

Part I: Artistic Structural Domain

	Little/No Evidence Ineffective	Evidence/ Minimally Effective	Evidence/Moderately Effective	Evidence/ Effective	Evidence/ Very Effective
1. The similarity of elements (line light, dark, shape,color, size, direction, texture) is utilized in such a way as to create a sense of unity.....	1	2	3	4	5
2. Disimilar elements are grouped, overlapped, or clustered in such a way as to create a sense of unity.....	1	2	3	4	5
3. The elements are repeated or placed so as to create a feeling of movement or rhythm.....	1	2	3	4	5
4. The variation of elements is utilized to create interest and avoid monotony.....	1	2	3	4	5
5. The domiance of an element is utilized in such a way as to create interest.....	1	2	3	4	5
6. The subordinate elements are utilized to relate to but not detract from the center of interest.....	1	2	3	4	5
7. Contrast or opposition of elements is utilized to give emphasis to certain objects areas and/or a center of interest.....	1	2	3	4	5

Judge No. _____
Visual Product Identification No. _____

8. Visual space (shallow and deep; close and distant) is utilized in a manner to establish primary and secondary importance of elements.....	1	2	3	4	5
9. Elements are placed so as to create a feeling of balance.....	1	2	3	4	5

Part II Overall Gestalt (Effectiveness)

	Strongly Disagree	Disagree	Agree	Strongly Agree
A. The visual product shows a uniqueness of approach in the handling of topic elements and media.....	a	b	c	d
B. There is an overall artistic quality (skilled, crafts-manship) in the presentation of the visual product.....	a	b	c	d
C. There is an overall aesthetic quality (sensitivity) in the visual product presented.....	a	b	c	d

External Evaluation (cont'd.)

Recommendation 3

The Art Experience Inventory was designed to assess the level of visual art experiences of entering level students as well as those activities experienced prior to exiting from the Art Program. The instrument was pretested in an art appreciation class and with art majors at Texas Southern University during September 1984. The student responses indicated that the instrument significantly discriminated between art and non-art majors.

Art Experience Inventory

Check the response below which best describes the experiences you have had in art prior to your enrollment.

		YES	NO
1.	I have only had art at the elementary school level.	___	___
2.	In middle/junior high I only had 7th grade art.	___	___
3.	I completed art through 8th grade art.	___	___
4.	I completed 9th grade art (Art I in high school).	___	___
5.	I completed at least one course in high school art after Art I.	___	___
6.	I completed at least two courses in high school art after Art I.	___	___
7.	I completed at least three courses in high school art after Art I.	___	___
8.	I took private art lessons in elementary school.	___	___
9.	I took private art lessons in junior high/ middle school.	___	___
10.	I took private art lessons in senior high school.	___	___

External Evaluation (cont'd.)

		YES	NO
11.	I won a scholarship to study art at a museum or art school while I was a student.	___	___
12.	I observed or studied with a neighborhood artist while I was in elementary school.	___	___
13.	I observed or studied with a neighborhood artist while I was in junior high/middle school.	___	___
14.	I observed or studied with a neighborhood artist while I was in high school.	___	___
15.	There is an artist in my immediate family (i.e., father, mother, brother, sister, grandparent, uncle, aunt, cousin).	___	___
16.	There is an art teacher in my immediate family (i.e., father, mother, brother, sister, grandparent, uncle, aunt, cousin).	___	___
17.	I like to draw.	___	___
18.	I like to draw a little.	___	___
19.	I don't like to draw.	___	___
20.	I like to paint.	___	___
21.	I like to paint a little.	___	___
22.	I don't like to paint.	___	___
23.	I like to work with clay.	___	___
24.	I like to work with clay a little.	___	___
25.	I don't like to work with clay.	___	___
26.	I like to make sculpture.	___	___
27.	I like to make sculpture sometimes.	___	___
28.	I don't like to make sculpture.	___	___
29.	I like to take photographs.	___	___

External Evaluation (cont'd.)

		YES	NO
30.	I don't like to take photographs.	___	___
31.	I like to study about artists of the past.	___	___
32.	I sometime like to study about artists of the past.	___	___
33.	I seldom like to study about artists of the past.	___	___
34.	I like to study todays artists.	___	___
35.	I sometime like to study todays artists.	___	___
36.	I seldom like to study todays artists.	___	___
37.	I try to find out about minority artists.	___	___
38.	I sometime try to find out about minority artists.	___	___
39.	I never try to find out about minority artists.	___	___
40.	I've won ribbons in art contests.	___	___
41.	I scored high in the National Draw Me contest.	___	___
42.	Some of my art hangs in the homes of my relatives and friends.	___	___
43.	My art has been purchased by others.	___	___
44.	I go to art museums and galleries at least four times a month.	___	___
45.	I go to art museums and galleries at least three times a month.	___	___
46.	I go to art museums and galleries at least two times a month.	___	___
47.	I go to art museums and galleries at least one time a month.	___	___

External Evaluation (cont'd.)

		YES	NO
48.	I do not go to art museums or galleries regularly.	___	___
49.	I never go to art museums or galleries.	___	___
50.	I read art magazines and books sometimes.	___	___
51.	I read art magazines and books often.	___	___
52.	I never read art magazines and books.	___	___
53.	I glance through art magazines and books sometime.	___	___
54.	I glance through art magazines and books often.	___	___
55.	I never glance through art magazines and books.	___	___
56.	I stop to look around in art stores sometime.	___	___
57.	I stop to look around in art stores often.	___	___
58.	I never stop to look around in art stores.	___	___
59.	I participated in a home study art course.	___	___
60.	I have had at least one semester of college art.	___	___
61.	I have completed at least two semesters of college art.	___	___
62.	I have completed at least three semesters of college art.	___	___
63.	I have completed at least four semesters of college art.	___	___
64.	I learned to use a computer in elementary school.	___	___
65.	I learned to use a computer in middle or junior high school.	___	___

External Evaluation (cont'd.)

		YES	NO
66.	I learned to use a computer in high school.	___	___
67.	I often write about art.	___	___
68.	I sometime write about art.	___	___
69.	I never write about art.	___	___
70.	I taught myself to use a computer.	___	___
71.	I learned to use a computer in a workshop.	___	___
72.	I do not know anything about using a computer.	___	___
73.	I own video games.	___	___
74.	I've played video games often.	___	___
75.	I seldom play video games.	___	___
76.	I've never played a video game.	___	___

Recommendation 4

The Student Progress Report can be used at the end of each semester to describe student behavior. Comparison of progress reports over the four-year period should indicate a positive change in student performance.

The consultant designed the Student Progress Report on the following page in 1973 during a curriculum writing experience and subsequently used to monitor the progress of both art and non-art majors at Purdue University (1974-77). The period of use demonstrated consistently that change in progress could be assessed.

External Evaluation (cont'd.) 62

Student _____

Instructor _____

Student Progress Report

Check below the appropriate response.

The Student--	YES	NO
1. Exhibits knowledge of art techniques.	___	___
2. Uses and handles a variety of art media.	___	___
3. Knows how to use and care for a variety of art tools and equipment.	___	___
4. Shows an awareness and understanding of the design elements and principles of art.	___	___
5. Shows knowledge of art history and expresses an appreciation of the art contribution of people in the past and present.	___	___
6. Displays imaginative individual thinking in solving visual problems creatively.	___	___
7. Displays through his/her art work an environmental and community awareness.	___	___
8. Exhibits through his/her art work an understanding of multicultural art.	___	___
9. Shows through personal work and judgments made about art objects an understanding of the aesthetic value of art.	___	___
10. Demonstrates the ability to write lesson plans, and then carry them out, from the inception through the actual display of the products.	___	___

Comments.

External Evaluation (cont'd.) 63

Recommendation 5

The consultant designed the following Final Semester Senior Evaluation Questionnaire for the Art Program to determine each student's assessment of his/her acquired knowledge, skills and creative confidence. This instrument was pretested in the Fall of 1984 with non-art, freshmen and senior level art students at Texas Southern University. The instrument did discriminate between the levels indicated.

Final Semester Senior Evaluation Questionnaire

Check below the appropriate response.

		YES	NO
1.	I feel confident when discussing works of art.	___	___
2.	I know the traditional art elements and principles.	___	___
3.	I can manipulate art materials to create a pleasing two-dimensional composition or design.	___	___
4.	I can manipulate art materials to create a pleasing three-dimensional form.	___	___
5.	I can create a realistic deep perspective drawing on a two-dimensional surface.	___	___
6.	I can create a shallow perspective drawing on a two-dimensional surface.	___	___
7.	I feel comfortable creating two-dimensional compositions and designs with non-objective shapes.	___	___
8.	I feel comfortable creating three-dimensional designs with non-objective shapes.	___	___
9.	I can use the computer to access information pertaining to art (art history).	___	___
10.	I can use computer software for practice in arranging for practice in arranging compositions.	___	___

External Evaluation (cont'd.)

		YES	NO
11.	I have a good working knowledge of past and contemporary minority artists.	___	___
12.	I have a good working knowledge of modern and contemporary art.	___	___
13.	I have a good working knowledge of ancient and medieval art.	___	___
14.	I have set up art displays outside of the college.	___	___
15.	I can set up an art display.	___	___
16.	I can matte and frame two-dimensional art.	___	___
17.	I can mount sculpture to show it properly.	___	___
18.	I attend gallery and museum exhibitions regularly.	___	___
19.	I enjoy helping in community art programs and exhibits.	___	___
20.	I read art books often on my own.	___	___
21.	I read art books only when assigned.	___	___
22.	I independently work at producing art daily.	___	___
23.	I independently work at producing art weekly.	___	___
24.	I work at producing art only when assigned.	___	___
25.	I have developed a style of art work that is basically my own.	___	___
26.	I am still searching for a style that can be called my own.	___	___
27.	I can adequately use the photographic camera or video system to assist my art.	___	___
28.	I use photography or video production creatively as independent art forms.	___	___

External Evaluation (cont'd.)

		YES	NO
29.	I feel comfortable about seeking art related employment now.	___	___
30.	I feel that I will be accepted in any graduate fine arts (art education) program I choose to enter.	___	___
31.	I feel comfortable about establishing myself as an artist upon graduating.	___	___
32.	I feel good about the possibility of teaching art on any level (the elementary level, the secondary level or the college level).	___	___
33.	I know how to write art lesson plans.	___	___
34.	I know how to evaluate performance in art.	___	___
35.	I know how to get others to talk about art.	___	___
36.	I know how to motivate others to produce art.	___	___

Recommendation 6

The following Eisner Art Inventory III can be used to assess pre- and post concepts of one's art abilities. This instrument should demonstrate change as a result of art courses at Texas College. The Eisner Art Inventory if a nationally normed instrument.

Eisner Art Inventory

III. The following statements are concerned with how you feel about your own art ability and art classes. Circle the appropriate response.

1. Strongly agree with the statement
2. Agree with the statement
3. Are uncertain about how you feel about the statement
4. Disagree with the statement
5. Strongly disagree with the statement

External Evaluation (cont'd.)

	I strongly agree	I agree	I am uncertain	I disagree	I strongly disagree
Others generally criticize my art work.	1	2	3	4	5
I appreciate art, but I don't like to paint or draw.	1	2	3	4	5
I know what a painting should look like, but I just can't paint.	1	2	3	4	5
When I finish an art project, I usually do not like it.	1	2	3	4	5
I generally avoid art work when I can.	1	2	3	4	5
When I compare my art work to that of others, I generally feel badly.	1	2	3	4	5
I generally find it frustrating to teach art to children.	1	2	3	4	5
I think my art work is better than that of most people.	1	2	3	4	5
Considering everything, I estimate my talent in art to be well above average.	1	2	3	4	5
For me, art work is frustrating.	1	2	3	4	5
I usually feel embarrassed when people look at my art work.	1	2	3	4	5
I can never think of anything different to do in art with children.	1	2	3	4	5
For my level of art ability, I do very well in art.	1	2	3	4	5
If I had my way, I would take more art classes or workshops.	1	2	3	4	5
I try, but I still can't draw.	1	2	3	4	5

External Evaluation (cont'd.)

Recommendation 7

The Eisner Art Inventory IV can be used as a pretest and posttest to assess the attitude change of students in the Texas College Art Appreciation course. Like its counterpart, III, Part IV should measure changes in student attitude over the course of a semester.

Eisner Art Inventory

IV. The following statements are about artists and art work. Circle the number which indicates that you—

1. Strongly agree with the statement.
2. Agree with the statement.
3. Are uncertain about how you feel about the statement.
4. Disagree with the statement.
5. Strongly disagree with the statement.

	I strongly agree	I agree	I am uncertain	I disagree	I strongly disagree
Advances in the field of art are important for a country's progress.	1	2	3	4	5
Artists should paint pictures the majority of people can understand.	1	2	3	4	5
Looking at art work is monotonous.	1	2	3	4	5
It is possible to become well-educated without studying art.	1	2	3	4	5
Almost anyone can learn to appreciate art.	1	2	3	4	5

External Evaluation (cont'd.)

	I strongly agree	I agree	I am uncertain	I disagree	I strongly disagree
Knowledge and appreciation of art is important in order to understand our own culture.	1	2	3	4	5
People who become artists are usually the ones who could not succeed at other, more important tasks in life.	1	2	3	4	5
An artist's contribution to society is not as important as that of a scientist.	1	2	3	4	5
A person either has a talent for painting or he does not; going to school isn't going to help him/her much.	1	2	3	4	5
Artists usually lead immoral lives.	1	2	3	4	5
Modern art is an important contribution to society.	1	2	3	4	5
Good art is a matter of personal taste.	1	2	3	4	5
It is good to have an appreciation of art, but it is not really very important.	1	2	3	4	5
Outside of professional artists, there is little need to study art.	1	2	3	4	5
Artists are usually neurotic people.	1	2	3	4	5

External Evaluation (cont'd.)

Recommendation 8

On page 47 of the 1983-84 Art Proposal, the "survey of student concerns" should be clarified to include--

identification and number of students.

Recommendation 9

On page 52 of the 1983-84 Art Proposal, the age range can be clarified to include ages 15 to 70 for participants in the program. For example, there are Federally funded Outreach Projects which can be coordinated with Tyler Independent School District (TISD) to include seniors and younger ages in the Texas College Art Program. High school participants could use this one (or two) year in the Art Program toward actual credit which, in essence, could reduce college attendance for a degree from four to three years. Such an enrichment program of this nature would promote recruitment and increase enrollment not only in art but for other possible Texas College programs.

Recommendation 10

Because it is possible that art majors will secure employment in Texas with a large Spanish-speaking population, the following languages are recommended for--

Studio Art Majors	
Spanish	6 semester hours
French	6 semester hours

All-Level Art Education Majors	
Spanish	6 semester hours

External Evaluation (cont'd.)

Recommendation 11

Two printmaking courses are recommended for the Art Program: Printmaking I and II. This area of art is significant for three reasons. It is--

1. A balance of traditional and modern achievements.
2. A reflection of a diverse range of techniques and inexpensive materials and equipment.
3. An instructional approach that can be varied and used successfully with all age groups, thus important for the All-Level Art Education Major.

Recommendation 12

The Art Program can be successfully initiated (implemented) through the recruitment of ten or more art majors.

Recommendation 13

Space is adequate for an art program of the W. E. Glass Building. However, the following specific renovations should be completed in this area, for a visually and physically unpleasant environment can have a negative effect on the educational process and learning styles of students. In addition, the appearance of such an environment will not recruit nor retain art majors.

A. The entire wall area of the art studio should be re-painted.

B. Chairs/stools should replace the present inoperable and semi-operable furniture.

C. Window shades (black) should be provided for the presentation of various indispensable forms of audio-visual instructional media, especially for the Art Appreciation course.

D. It would be more effective to add tile to the floor area.

E. Additional shelves should be added to the back wall of the ceramics room.

External Evaluation (cont'd.)

Recommendation 13 (cont'd.)

F. The Apple IIe computers should be in a central location such as the large and spacious Computer Center of Basic Studies. Such a location of the computers would improve the quality of--

1. Security.
2. Cost-effectiveness.
3. Time-sharing.
4. Maintenance.

Research Literature (Partial Listing)

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